

## **HIGHLY QUALIFIED EXISTING TEACHERS** **Idaho's "HOUSSE"**

Idaho's veteran teachers demonstrate competence by meeting a "High Objective Uniform State Standard of Evaluation" that –

- 1) is set by the state for both grade appropriate, academic subject matter knowledge, and teaching skills:**
  - a. Separate certificates are issued that are specific to age level and subject content.
    1. Standard Elementary K-8
    2. Standard Secondary 6-12
    3. Standard Exceptional Child K-12
    4. Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3)
    5. Professional-Technical Education 6-12
  - b. Content area standards are based on student age level.
    1. General core knowledge, including elementary curriculum, is required for K-8 teachers; and,
    2. General core knowledge and specific content area knowledge are required for 6-12 teachers.
  - c. Teaching skills are focused on the specific age group included in the certificate held. For example:
    1. Elementary methods classes are required for K-8 certification.
    2. Secondary content methods classes are required for 6-12 certification.
    3. Developmental reading classes are required for elementary certification and special education teachers.
    4. Teaching reading in the content area is required for secondary certification and special education teachers.
    5. All teachers are required to pass a State Board-approved technology assessment.
- 2) is aligned with challenging state academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators:**
  - a. Teacher standards are maintained and reviewed on a regular cycle by the Professional Standards Commission. The Commission is made up of representation from the various constituency groups as found in Idaho Code §33-1252.
  - b. The Idaho State Board of Education formed a committee from the various stakeholder groups to develop P-12 student academic standards. Idaho's MOST (Maximizing Opportunities for Students and Teachers), a State Board initiative, facilitated task groups of over 250 stakeholders in the development of performance-based teacher standards in 38 plus endorsement areas. To ensure that new teachers are prepared to teach the core knowledge listed in the P-12 student achievement standards, the MOST task groups aligned the teacher standards with the state student achievement standards. The state's teacher preparation programs are required to align their preparation programs with the teacher standards and to show evidence during their state evaluations that their teacher education candidates meet the standards.
  - c. The HOUSSE rubric was piloted by school districts statewide. Principals and/or superintendents had teachers complete the rubric. Then they and the teachers provided feedback on the rubric using a questionnaire. The State Department of Education Educator Quality and Leadership Team reviewed the feedback and made appropriate revisions to the rubric. They developed directions and definitions to accompany the rubric.
- 3) provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches:**

- a. The Idaho standards and the required core content area assessments required for teaching certification are the basis for determining an individual's level of content knowledge in a given academic subject area.
- b. Existing teachers are required to successfully completed a minimum of 20 semester credit hours in any content area for an endorsement on their certificate.
- c. Colleges/universities have long recognized that 20 semester credit hours are a minimum amount of coursework needed to reflect a student's ability to understand a given content area.

**4) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the state:**

- a. All teachers must hold a valid certificate for the grade level and subject they teach or must complete a state-approved teacher preparation program or Idaho state-approved alternative route to certification program.
- b. All teachers receive the same consideration for the indicators on HOUSSE.

**5) takes into consideration but is not based primarily on the time the teacher has been teaching in the academic subject:**

- a. Teachers receive consideration for full time contracted teaching experience in their assigned teaching content area(s).

**6) is made available to the public upon request:**

- a. HOUSSE is posted on the Idaho State Department of Education website:  
([www.sde.state.id.us/certification](http://www.sde.state.id.us/certification))
- b. HOUSSE has been disseminated to LEAs and other education stakeholder groups.

**7) may involve multiple, objective measures of teacher competency:**

Multiple measures include:

- a. A required bachelor's degree prior to application for certification.
- b. A valid certificate for the grade level and subject they teach or completion of a state-approved teacher preparation program or Idaho state-approved alternative route to certification program.
- c. An advanced degree or National Board Certification in content teaching area.
- d. Credits earned in content teaching area.
- e. Passing required assessments in technology and/or teaching of reading.
- f. Ongoing professional development related to content teaching area.
- g. Contracted teaching experience in content teaching area.
- h. Related work experience.
- i. Advanced degree related to content teaching area.